

## **Stakeholder Meeting to Gather Suggestions for Possible Criteria Related to Years of Experience Required Prior to Recommendation for a Preliminary Credential and an “Examination+” option**

At its December 2011 meeting the Commission took action to

- extend the three years of experience to five years prior to recommendation for the Preliminary Administrative Services Credential and also return with an agenda item to develop a policy for waiving the required years of experience under specified conditions
- continue the examination route and also return with an agenda item to establish an “Examination+” option to add additional requirements to this pathway

The March 6, 2012 Stakeholder meeting is designed to discuss the possible criteria that the Commission might consider in developing policy to implement the actions taken at the December 2011 meeting.

This document provides background information that is important for stakeholders to understand in order to join the discussion at the March 6, 2012 Stakeholder meeting. The information provided is excerpted from the November 2011

(<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>) and December 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf>) Commission agenda items. The Title 5 Regulations related to the Preliminary Administrative Services Credential are provided on pages 5-6 and information on the examination history is provided on page 7.

The goal for the Stakeholder meeting is to identify possible criteria for the Commission’s consideration. The criteria that are identified will be one source of information for a June 2012 agenda item (information) on the possible policy actions the Commission may elect to adopt related to these two issues.

### **Five Years of Experience: Criteria for Waiving up to Two Years of the Experience**

***November 2011 Agenda Item: Maintain the current requirement related to previous experience in the schools***

*Rationale for Recommendation:* Education Code 44270(a) (2) specifies that a candidate have completed three years of experience as a classroom teacher or in the fields of pupil personnel, health, clinical or rehabilitative or librarian services upon filing for the preliminary administrative services credential. The panel believes that three years is an acceptable minimum experience requirement for an entry-level administrator. (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>, page 3)

*The experience requirement for the preliminary administrative services credential*

Current Education Code requirements (Section 44270(a)(2)) specify that a candidate must have completed three years of experience as a classroom teacher or in the fields of pupil personnel, health,

clinical or rehabilitative or library services upon filing for the preliminary administrative services credential. Some stakeholders suggest that three years of experience is insufficient for a beginning administrator, pointing out that an individual could have two years of induction plus one additional year of classroom experience and then qualify to be an administrator. Since the role of the administrator is increasingly focused on instructional leadership and improvement of student academic outcomes, these stakeholders do not think that a new administrator with only three years of classroom experience has enough background to serve effectively in this role.

On the other hand, some stakeholders are concerned about potentially constricting the supply of administrators if the experience requirement were increased to a longer time period such as five years. These stakeholders point out that there is a lack of administrator candidates for open positions now, particularly in rural areas, and that individuals who might otherwise consider advancing to the role of an administrator could be discouraged by the longer experience requirement. The stakeholders also point out that the Preliminary Administrative Services Credential only authorizes the individual to begin his/her administrative career, and that induction, mentoring, local district support and professional growth opportunities, and district personnel evaluation processes would assure that individuals who were not successful in the position would be unlikely to continue serving in that role. This is similar to the process for a beginning teacher without prior experience in the role, who would also be expected to grow and develop in the role through induction, mentoring, and professional growth over his/her career. (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>. page 7)

#### ***December 2011 Agenda Item***

The Advisory Panel recommended that the current experience requirement should remain unchanged. The three years of experience requirement is stated in Education Code §44270(a)( 2):

- (2) Completion of a minimum of three years of successful, full-time classroom teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status or three years of experience in the fields of pupil personnel, health, clinical or rehabilitative, or librarian services.

*Panel Rationale for the recommendation:* While the panel acknowledges that previous experience in schools is a significant component in the readiness of a potential educational leader, it has been the experience of numerous panel members that specifying the number of years of required experience could be an arbitrary number not closely related to whether the candidate had an appropriate and sufficient set of prerequisite experiences. The school district employing the individual should be responsible for determining if a candidate's experiences, skills and dispositions are appropriate for any potential job and therefore should have some flexibility in this area. Further, with the establishment of the Learning to Lead System the issue of prior experience is addressed by incorporating structures during the clear credential program to address gaps in knowledge, expertise, and experience that a novice administrator might have from limited prior teaching or other relevant experiences. (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf>, page 2)

## Examination +

**November 2011: Maintain an examination route to earning a credential, and collect data to study the efficacy of the exam option as well as the program option**

*Rationale for Recommendation:* The Commission has developed and begun administration of a California-specific license examination for administrators, the California Preliminary Administrative Credential Examination (CPACE). This examination was specifically developed based on direction from the Commission as a program equivalency examination based upon California's program standards for the Preliminary Administrative Services Credential. Education Code §77270.5 (a)(3) specifies that the examination route is an allowable alternative to completing a preparation program.

As there are no outcomes data comparing the quality of the preparation of candidates and candidate competency on the job between those earning the preliminary Administrative Services Credential through the program route and those earning the credential through the examination route, there is insufficient evidence to justify discontinuing the examination route, or for determining that one route is superior to another. (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>, pages 3-4)

### *The CPACE Examination's Role in the Preliminary Administrative Services Credential Structure*

In all other states, an administrator licensing examination serves as an exit assessment after completion of a preparation program. In California, however, the Education Code permits the assessment to serve as an alternate route to completion of a preparation program. In an effort to make the examination route equivalent to the program route, the Commission directed staff to develop a new California-centric examination for the Preliminary Administrative Services Credential, the CPACE which is now available.

The advisory panel's recommendation is that the examination route be maintained and that data be gathered on the efficacy of both the examination and program routes. (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>, page 7)

### **December 2011 Agenda Item**

*Panel rationale for the recommendation:* The topic of the examination-only option was discussed at each panel meeting. Research was conducted regarding other states' practices, panel members polled colleagues for ideas and opinions, a public forum/webcast discussed the examination, and the stakeholder survey conducted in June/July 2011 included an opportunity to provide input. While personal opinion is strong regarding the test-only pathway to the preliminary credential, the panel found there is little actual research regarding the viability and success of this option. The absence of empirical or research data concerning the outcomes for candidates who take the examination option, as well as a corresponding lack of empirical or research data concerning outcomes for candidates who take the program option, influenced the panel's recommendation to maintain the examination only option.

*For Commission Consideration:* Candidates have been able to earn a preliminary administrative services credential through the examination route since 2003. Education Code §44270.5 (a)(3) specifies that the examination route is an alternative to completing a preparation program:

(a) Notwithstanding any provision of this chapter and as an expedited alternative to Section 44270, the Commission may issue a preliminary services credential with a \_\_\_\_\_ specialization \_\_\_\_\_ in administrative services to a candidate who completes the following \_\_\_\_\_ requirements:

....(3) Successfully passes a test adopted by the commission, upon a finding by the commission that the test is aligned to state administrator preparation standards.

California is the only state that provides an examination-only pathway to a preliminary Administrative Services Credential. The statute states that an expedited route to the Preliminary credential is only appropriate as long as the examination is aligned with the Commission's preliminary program standards. Prior to June 2011, the examination used was the School Leadership License Assessment (SLLA), a national off-the-shelf examination from the Educational Testing Service (ETS). The SLLA was modified by ETS in response to requests from other user states to shorten the testing time and the length of the examination, and to reduce or eliminate the constructed response items as a means of reducing test time and length. The revised SLLA examination was scheduled to be implemented as of Fall 2009. However, given these modifications and given the finding that the SLLA did not align with California needs because it lacked a focus on English learners and on California law, regulations, and policy, the Commission declined to use the revised SLLA and instead, at its October 2008 meeting, took action to have a California-specific examination developed in order to assure that California's examination met the statutory requirements for an examination aligned to the state's administrator preparation standards. (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf>, pages 4-5)

The CPACE is a new examination developed specifically for California. It is aligned with the Commission's adopted program standards. The initial administration of the CPACE took place in June 2011 and the Commission set the passing score in August 2011. Within the field, stakeholders have divided opinions about the efficacy and/or appropriateness of an examination route compared to a program route. ***However, there is no empirical or research data to support either position and statute allows the Commission to establish and maintain an examination route to the credential.*** (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf>, page 7)

## **Administrative Services Credential Requirements**

### **Title 5 §80054**

- (a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (6).
  - (1) One of the following:
    - (A) a valid California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or
    - (B) a valid California designated subjects teaching credential provided the applicant also possesses a baccalaureate degree; or
    - (C) a valid California services credential in pupil personnel services, health services, library media teacher services, or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;
  - (2) Completion of one of the following:
    - (A) a specialized and professional preparation program in administrative services taken in California and accredited by the Committee on Accreditation; or
    - (B) a professional preparation program in administrative services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or
    - (C) one-year internship program in administrative services accredited by the Committee on Accreditation;
  - (3) Passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b);
  - (4) Verification of one of the following:
    - (A) three years of successful, full-time teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status; or
    - (B) three years of successful, full-time experience in the fields of pupil personnel, health, library media teacher, or clinical or rehabilitative services in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status;
  - (5) One of the following:
    - (A) verification of completion from a California preliminary administrative services program accredited by the Committee on Accreditation; or
    - (B) an individual who completed his or her professional preparation program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Administrative Services Credential; and

- (6) Verification of an offer of employment in a full- or part-time administrative position in a public school or private school of equivalent status.
  - (7) An individual who has completed requirements (1) through (5) but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and authorizes the holder to seek employment.
- (b) A Preliminary Administrative Services Credential issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially only until the date of expiration of the valid prerequisite credential as defined in (a)(1) of this section but for not more than five years. A Preliminary Administrative Services Credential that expired in less than five years shall be renewed until the date of expiration of the valid prerequisite credential as defined in (a)(1) of this section but for not more than five years.
  - (c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.
  - (d) The minimum requirements for the professional clear Administrative Services Credential shall include (1) through (4):
    - (1) Possession of a valid preliminary administrative services credential;
    - (2) Verification of two years of successful experience in a full-time administrative position in a California public school or California private school of equivalent status, while holding the preliminary administrative services credential;
    - (3) Completion of an individualized program of advanced administrative services preparation accredited by the Committee on Accreditation designed in cooperation with the employing agency and the college or university; and
    - (4) A recommendation from a California regionally accredited institution of higher education that has a professional clear administrative services program accredited by the Committee on Accreditation.
  - (e) A professional clear Administrative Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
  - (f) A professional clear Administrative Services Credential authorizes the services specified in section 80054.5.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44065, 44252(b), 44270, 44270.1, 44372, and 44373, Education Code.

## **Administrative Services Credential Examinations**

### **Educational Administration Examination**

Prior to 6-1-1984, the Commission issued Administrative Service Credentials on the basis of a passing score on the NTE Administration and Supervision examination in lieu of a school administration program. The examination needed to have been passed prior to 6-1-1979 and used for credentialing within five years of the test date. This credential has the same authorization and renewal requirements as a clear, preliminary, or clear Administrative Services Credential obtained by completion of a program

### **School Leaders Licensure Assessment (SLLA)**

On August 16, 2002, SB 1655 went into effect as urgency legislation. This statute amended Education Code Section 44270 to establish alternative routes to the Preliminary and Clear Administrative Services Credentials for individuals who demonstrate competence consistent with state administrator preparation standards. This statutory change, coupled with existing law and provisions of earlier legislation (AB 75, Chap. 697, Stats 2001), created an array of options for individuals seeking Administrative Services Credentials.

One of those options was passage of the Commission-approved "School Leaders Licensure Assessment" (SLLA) administered by Educational Testing Service (ETS). The six-hour test assesses candidates' skills in situational analysis, problem solving and decision making in educational leadership scenarios. The SLLA was administered for the first time in California on January 11, 2003 and is scheduled to be offered three times annually. The last California administration of the SLLA (exam #1010) was on February 26, 2011,

### **California Preliminary Administrative Credential Examination (CPACE)**

The California Preliminary Administrative Credential Examination (CPACE) replaces the SLLA for satisfying the program requirement for the preliminary Administrative Services Credential. The initial CPACE administration is scheduled for June 2011.

The CPACE consists of two sections, the CPACE Written Examination and the CPACE Video Performance Assessment; the examinee must pass both sections. The four-hour CPACE Written Examination consists of 70 multiple-choice items plus four constructed response items, including one case study. It will be administered through computer based testing (CBT) in three one-week windows each year. The CPACE Video Performance Assessment requires the examinee to complete one video packet that includes a description of the setting and intent of the presentation, a 10-minute video of the candidate making the presentation, and a reflection form on which the candidate provides an appraisal of the recorded event.